DOCUMENT RESUME

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ABSTRACT

The learning module described focuses specifically on the development of the Individualized Education Plan (IEP) for the handicapped child and is for the use of parents and teachers working together. The scope and sequencing of topics is outlined, and the activities and resources involved in the use of the module are described. A critique of the module and ordering information for resource materials are included. (JD)

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ED171688

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INDIVIDUALIZED EDUCATIONAL PROGRAM (A Multimedia Inservice Training Program)

Publication Date(s): Copyright, 1978

Intended Users: Regular and special education teachers, paraprofessionals, specialists, administrators, parents and all community members who are concerned about the education of handicapped children

Grade Level(s): Elementary, middle, secondary level

Number: Group

Primary Focus: This multimedia presentation is designed to clarify, for educators and parents, the implications of Public Law 94-142. It focuses specifically on the development of the Individualized Education Plan (IEP) for the handicapped child.

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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School subject(s) and/or inservice topic(s) covered:

The program concentrates on two aspects of the IEP: the team plan and the teacher plan. These subtopics constitute phases in the development of an IEP; first, identification of the handicapped child through screening, referral, assessment and placement; then the implementation of the IEP in the classroom. Parent involvement in developing and maintaining the IEP is a recurrent theme.

What participant does in using the materials:

The materials are flexible, and may be used for workshops, conferences and preservice and inservice training courses. The program may be designed around three filmstrip/tape components in a one-day or weekend workshop, or a long-term course may be implemented using the media components, black-line masters and supplementary texts. The program scope and structure will be determined by a facilitator who is thoroughly familiar with the product components.

Resources:

The product components include three filmstrips with three accompanying tape cassettes, a nine-page Teacher's Manual and an envelope of 16 black-line masters for duplication and distribution to participants. Supporting materials are also available. They include: Readings in Diagnosis and Placement and Readings in Individualized Education Programs, among others.

Describer critique:

Through a case study approach, the three filmstrips in this program effectively review and clarify issues surrounding PL 94-142, and particularly the IEP. The material is flexible in the respect that it may be used for a variety of audiences and program settings.

SP 014 325

SE46 (CM) parental involvement/relations - (SE) diagnosis - (SE) least restrictive environment - (ASG) behavior/learning - (SE) individualized educational plan TD

1.0 PURPOSES:

Rationale

The developers explain that their purpose in creating this program was "to serve both educators and parents concerned with the implementation of Public Law 94-142." They describe this law as "an extremely important and necessary piece of legislation," noting that, "for the first time in the history of this country, the law requires that every child receive a free, appropriate education in the least restrictive environment." This program defines the process by which educators and parents may realize the intent of the law.

Goals and Objectives

The developers do not delineate participant goals and objectives. Goals and objectives are discussed as they relate to the IEP itself: setting annual goals and short-term objectives for the handicapped child is an integral part of the IEP. In some course settings participants may engage in workshops or writing instructional and behavioral objectives.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product package includes three filmstrip/tape programs, a Teacher's Manual, and an envelope of black-line masters.

Filmstrips:

1. "A Team Plan" (Part I)
2. "A Team Plan" (Part II)
3. "A Teacher Plan" (Part III)

> "The first two filmstrips . . . describe the components needed to construct an IEP for a child with handicapping conditions . . . . The third filmstrip focuses on the implementation of the plan."

Teacher's Manual (9 pp.) - Contents:

1. Introduction p. 1
2. Using the Materials p. 2
3. Parent Participation p. 2
4. The Individualized Education Plan p. 3
5. The Child's Present Level of Performance p. 3
6. Instructional Objectives p. 4
7. Task Analysis p. 4
8. Related Services p. 5
9. Implementation: Management Systems p. 5
10. Least Restrictive Environment p. 6
11. Using the Black-Line Masters p. 7

Black-Line Masters (16 total):

1. Parent Involvement (2)
2. Parent Involvement (2)
3. Informal Assessment (2)
4. Writing Instructional Objectives (2)
5. Writing Behavioral Objectives
6. Task Analysis
7. Related Services (2)
8. Implementation and Skills Development
9. Implementation and Skills Development
10. Least Restricted Environment (2)

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Because the materials are flexible and may be used in a variety of settings, the developers have not programmed participant activities. They do give suggestions for use of the materials in different types of programs. When the materials are used as the basis for a long-term course on the development and implementation of the IEP, it is recommended that participants view the filmstrips at different stages of the course and that the black-line masters may each stimulate two or three workshop sessions.

3.2 Help given in use of product:

The Teacher's Manual gives suggestions for use of the materials and offers tips on implementing programs based on them. It also includes discussion points for sessions organized around the black-line masters.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

No instruments for evaluating participants is included.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

In addition to the product components themselves, supplementary texts are available from the distributor. Whatever logistical set-up is determined as optimum for the group participating in a program based on these materials, a facilitator, who is thoroughly familiar with all of the components and how to implement them, is needed.

5.2 Distributor name/address:

Special Learning Corporation
42 Boston Post Road
Guildford, Connecticut 06437

(203) 453-6212

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INDIVIDUALIZED EDUCATIONAL PROGRAM	$140 total set	no	one	yes
Filmstrips: "A Team Plan" Parts I & II "A Teacher Plan" Part III				
Teacher's Manual				
Black-Line Masters (16 included)	(May be reproduced)		1 set per participant	
Supplementary Readings:				
Readings in Diagnosis and Placement, 202 pp.	$8.75 (each additional copy)			
Individualized Educational Programs, 209 pp.	$8.75 (each additional copy)			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The Individualized Education Program package was developed by the Special Learning Corporation. The accompanying texts were written by Robert Piazza, and Irving Newman. Jo Ann Lulow wrote the Teacher's Manual.

6.2 How developed and when:

Ten teachers from Massachusetts, New York, Virginia, and New Jersey prepared IEPs which they found to be effective. These viable programs included (1) those the teachers had personally used; and (2) those they learned about at conferences or by watching other teachers demonstrate successful IEPs in the classrooms. An analysis of these IEPs was made by Special Learning Corporation over an 18-month period. Piazza, Newman and Lulow then spent three months preparing the written materials in 1978.

6.3 Evidence of effectiveness with users:

Although the product -- as developed by Pizaa, Newman and Lulow -- was never formally field-tested, the material they present is based on the IEPs judged to be most valid, and therefore effective, by practicing classroom teachers.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The filmstrips use the case-study approach: a child is determined to have handicapping conditions, and an IEP for that child is developed and implemented. This technique allows the viewer to walk through all the stages of the IEP. The material is therefore appropriate for its purposes: to clarify the processes of developing and implementing individualized education programs for handicapped children. The program's technical quality is good. The filmstrips are illustrative and interesting.

Content accuracy/social fairness/community acceptance issues:

As the processes surrounding the development of IEPs generate from the regulations of the law, it is assumed that great care has been taken with this product to present a factually accurate and socially fair account. Controversial reaction may occur where PL 94-142 is at issue.

Overall summary/comment:

The flexibility of this program is one of its recommendable characteristics. It necessarily conveys technical information generating from the law, but it does so in such a way as to be understandable to the "lay" person. It is therefore suitable for parents and teachers who are unfamiliar with the workings of PL 94-142, and also for those persons who do have a more advanced knowledge of it. The program is well-designed; it is interesting and informative.

TR-7/78